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| **Course-Embedded Internship Summary and Validation Report** | | | | | |
| Directions: This report should summarize all Course-Embedded Internship Activities that have been recorded in the log forms. You will submit this completed form in your 12th course.  • The Internship requires a minimum of 150 course-embedded hours.  **Name: Bonnie Reichert**  **Total Number of Hours: 150 Hours** | | | | | |
| State Competency Standard/**ISTE Technology Facilitation Standard** | **Course Number** | **Date Completed**  **(Required)** | **Time Spent on Activity** | **Description of Activity** | **Reflection (150 words or less describing what you learned from this activity) (Required)** |
| **II.6**  **TF-I, TF-II, TF-V, TF-VI, TF-VII,**  **TF-VIII** | EDLD 5311  Fundamentals of Leadership  formerly 5306)  Concepts of Educational Technology | June 2010 | 7 hrs | Students will collaborate with the school supervisor and develop the 18 month internship plan. Plans will be based on self-assessment findings, professional goals, and the unique needs of the intern and school. | The first course in the program gave me the opportunity to explore what my goals and expectations were for the program and the internship. I was supported and encouraged by my site mentor and campus admin as I started to develop the internship plan. The development of the plan gave me the opportunity to explore ways I could make a difference on my campus in the areas of technology use and knowledge. It was also an opportunity to begin the process to transition from classroom teacher to campus leader.  The mentors advised me on areas of concern that I could use as activities to support my learning. Since I have extended my program over more than the typical 18 months I have had the opportunity to revise my plan to better support my own needs and the needs of my campus. |
| **II.6**  **TF-I, TF-II, TF-V, TF-VI, TF-VII,**  **TF-VIII** | EDLD 5311  Fundamentals of Leadership  formerly 5306)  Concepts of Educational Technology | June 2010 | 8 hrs | Students develop an educational vita noting all professional experience, education, relevant training, professional organizations, and references. The vita will become part of the professional portfolio and used to note strengths and areas for further development in devising the internship plan. | In this course I developed a Vita that is more comprehensive than a traditional resume but the process of developing the comprehensive vita was very validating. By assembling all of my experiences in education and business, I was able to reflect on my experiences and relate both learning and personal experience to how they have provided me with relevant learning experiences.  I have since continued to revise and add to the vita to reflect my on-going learning and professional experiences.  I also gained a better understanding of maintaining an electronic portfolio to document my professional background, experiences and future plans. |
| **II.6**  **TF-III, TF-IV** | EDLD 5301  Research | Sept 2010 | 10 hrs | Students engage in identifying an action research topic(s) or research question(s) and designing a draft action plan completing a recommended template or format of a blueprint of the action research plan. | Action research was a new concept to me. I learned that the technique could be used on a school campus to solve even the smallest of problems. Action in action research implies that you research problematic issues and gather data to support decisions and change. The change process in a school is often difficult but the use of action research provide all the aspects of the problem and allows the responsible parties have the data and information to make informed decisions that they can support as part of the change process.  For my action research I identified the need for students to have a way to have their work saved and assessed electronically. The use of digital/eportfolios is the newest way for students to assemble evidence of their learning so multiple people can assess it. I also wanted to inform the teaching staff of the importance of developing professional portfolios. |
|  | EDLD 5301  Research | Sept 2010 | 5 hrs | Students review comments from colleagues and site supervisors and engage in revising their draft action research plan. By the end of Week 5, students should confer with their site supervisor(s) and agree on an action research topic and plan. | The process of revising and editing the plan for my action research was extremely informative. I had support for the process from the administration, my mentor and the district curriculum coordinator. The use of digital portfolios also revealed and important topic of discussion for the tech support staff. Our current file storage capabilities are limited but the knowledge that I have been able to provide about the importance and future requirements for digital portfolios has begun the process of change for how the district provides file storage for staff and students. |
| **I.1**  **TF-I, TF-IV, TF-V, TF-VI, TF-VIII** | EDLD 5333  Leadership for Accountability | May 2011 | 5 hrs | Students create a personal vision of leadership. | The activity to develop a personal vision of leadership gave me the opportunity to really think about what I expect of myself as a school leader. I feel that I am a leader in most situations, both professionally and personally but the process to establish a school leader vision gave me new perceptive on what a school leader is responsible for. I arrived at the following as my statement of my personal vision for leadership:  *I will strive to hold high expectations for the learning community to demonstrate high levels of scholarship, service, leadership, character, and citizenship, and be committed to excellence in teaching and learning with the belief that all students can learn and value that learning is a lifelong experience.* |
| **I.1**  **TF-I, TF-IV, TF-V, TF-VI, TF-VIII** | EDLD 5333  Leadership for Accountability | May 2011 | 5 hrs | Students attend a Site-Based Decision-Making (SBDM) meeting, record reflections, and interview the principal and one other staff member regarding collaboration, consensus building strategies, ethical relationships, typical agenda items, etc. | This course, as well as several others, taught me the importance of getting a unified consensus on decisions that affect the running of the campus. An SBDM committee is one way to use staff to help gather, process and present data to affect change.  I discovered in investigating my home campus that we don’t have a typical SBDM committee. We are a small campus so decisions are presented and discussed in team meetings. The results of our discussions are presented to the admin who makes the final decision. My principal is open to suggestions and carefully considers options to any change he is considering.  I also learned more about Professional learning Communities (PLC), another means of gaining consensus and collaborating on site decisions. Campus’s that are invested in the PLC philosophy work in smaller groups to gather data and propose needs and changes for issues that affect student learning and campus success. |
| **I.1**  **TF-I, TF-IV, TF-V, TF-VI, TF-VIII** | EDLD 5333  Leadership for Accountability | May 2011 | 5hrs | Students demonstrate leadership for accountability by researching best practices, including specific professional development to address a target area and list the strategies and rationale for using each strategy. | During Week 3 of the course we explored an area of need for our target campus. I identified 8th grade Science as an area based on TAKS performance indicators for all populations. The next step was to investigate and propose a professional development opportunity that might benefit the Science teaching staff.  I established the SMART objective that 90% of all 8th grade students will meet or surpass the state standard on STAAR 8th grade Science by the end of the coming year.  During this course explore different opportunities for professional development and proposed a PD event that focused on Project Based Learning. Students learn more when work is hands on and authentic. The PBL method helps students practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations. The workshop would focus on the PBL methods that could be used. The Science team would be expected to work collaboratively to develop PBL modules for objectives that have identified as trouble areas.  As a follow-up, I was able to attend a workshop myself in September on PBL. The Buck Institute is the industry leader in current PBL initiatives and they presented a workshop at TCEA that I attended and learned more about PBL and how it could be used in the classroom. |
| **I.1**  **TF-I, TF-IV, TF-V, TF-VI, TF-VIII** | EDLD 5333  Leadership for Accountability | May 2011 | 5 hrs | Students conduct a data-based needs assessment. Based on the areas of need identified, students create a campus action plan to address the needs identified including professional development plans, allocation of resources to support the plan, and any tools needed for school improvement efforts | The process to develop a campus plan allowed me to view a change process for the Science department. I also had to consider the budget needs to make the change feasible. I investigated options that first did not require additional funding but time spent by the department to plan and collaborate.  One option that I considered was a day long workshop focused on learning about and applying Project Based Learning. Planning the workshop from start to finish was a very revealing opportunity to understand what is required to plan a PD event that is useful and timely for the staff attending. I proposed follow-up to take place through online collaboration allowing the participants the opportunity to continue work and create in their own personal schedule. From a technology perspective this would be an additional opportunity for the staff to see the value of online collaboration and communication that they could incorporate into their classroom lesson plans. |
| **I.1**  **TF-I, TF-IV, TF-V, TF-VI, TF-VIII** | EDLD 5333- Leadership for Accountability | May 2011 | 5 hrs | Students conduct a data-driven, comprehensive needs assessment using the latest AYP and AEIS data, a multi-year history of this data, and a comparable improvement report. | School accountability is driven by Acceptable Yearly Progress (AYP) and Academic Excellence Indicator System (AEIS). In the activities for Week 2 of EDLD 5333 we spent time looking at the data for our home campus as compared to the rest of the state.  I was interested in how this data collection compared to other states as I see in my future a relocation that would require how other states use this data. I looked at reporting from the State of NH and similar sets of data reported for school and districts. NH DOE District Profiles - <http://my.doe.nh.gov/profiles/> |
| **II.6**  **TF-VI** | EDLD 5344  School Law | Nov 2010 | 15 hrs | Application of learning by designing a remediation to a situation you would like to improve in your school. In your School-Based Analysis, you familiarized yourself with special education policies in your state and school district. For your Application, you will use this knowledge as you follow a fictional student, Julia, who has just enrolled at your school. You will develop an Individualized Education Program for “Joseph,” monitor how her program is implemented in the classroom, and use your knowledge of student rights and school management to make sound decisions when she engages in behavior that calls for disciplinary action. This assignment will require you to use knowledge gained from your lectures and readings, and from communication with leaders at your school, including your principal, special education coordinator, and classroom teachers. Your final step will be to make suggestions about how management policies and procedures for special education students at your school can be improved. In all instances, you are expected to cite relevant law and/or policy that you used to formulate your answers. | During this course we learned about school law, specifically, laws that deal with the identification and management of IEP’s. Current IDEA laws are very specific on the management and rights for students identified to qualify for Individual Education Plans.  Our fictional student, Joseph, gave us the opportunity to process through is identification from the referral through the implementation of the assigned accommodations in his IEP Managing the legal issues within a school campus can be a big part of a school leader’s task. As I began this course and had the opportunity to discuss goals with my mentor, the principal, he noted to me that he felt one of his most time consuming tasks is making sure that any issues that deal are out of the norm with a student be handled keeping all legal implications in mind. These legal implications are especially important when dealing with students with Individual Education Plans (IEP). The laws the address IEPs and special services change yearly so it is important to review new legislation and rules regarding this population. We reviewed current issues in this course and are now prepared to know what questions to ask and where to gather information needed.  School Law is affected by the decisions made in ARD committees. We reviewed the specific laws that apply to the special populations that get special services. I have applied this knowledge both in ARD committee meetings I have participated in but also in the classroom where I document and comply with ARD decisions made for students.  In addition, the Educational Technology Leader students learned about issues dealing with cyber law. There are significant implications for legal issues in a school that does not expect and teach students about cyber safety. During this course I revised our campus lesson that delivers information on cyber bullying and appropriate use of a school computer network. I was the lead person for this revision and the information the class presented and the text that we used provided important resources to assure the topic is well covered by our students. |
| **I.3**  **TF-VI,**  **TF-VII** | EDLD 5345  Human Resource Mgt | Jan 2013 | 5 hrs | Students review Chapter 247 of the Texas Administrative Code, "Educators' Code of Ethics," conduct observations and/or interviews in your school, and use the results of those observations interviews to complete the "Code of Ethics Mind walk." | In Week 2 we explored the TAC Chapter 247 Educators’ Code of Ethics. We considered what a typical day or week might look like and how as a campus leader we would deal with students, other staff, parents, and community members using ethical practices as outlined by the code. . Using your experiences, including interviews and expertise, we cited an ethical situation/conflict and how we address it. We cited the standard, an example that might occur on a school campus and action(s) that might be needed to resolve the conflict. |
| **II.6**  **TF-VI,**  **TF-VII** | EDLD 5345  Human Resource Mgt | Jan 2013 | 5 hrs | Students conduct an interview with an administrator at their school regarding strategies for recruiting and retaining high-quality teachers and administrators. | I was able to participate in several interviews for new staff members which gave me the opportunity to see the process from the posting to the hiring of the new employee. I was also able to meet with my campus administrator as well as several other administrators to learn more about their strategies and philosophies regarding the recruiting and retaining of high quality teachers. I feel that the support I have received for my degree process has shown the level of respect my administrator has for encouraging employees to pursue life-long learning. The support is one aspect of making staff members are supported and encouraged to increase their knowledge and ability to teach with current and up-to-date methods. This is one the most important strategies all of the admins shared as a means to retaining high quality staff. |
| **II.6**  **TF-VI,**  **TF-VII** | EDLD 5345  Human Resource Mgt | Jan 2013 | 5 hrs | Students access the policies and procedures in place in their district related to teacher mentoring programs by accessing the district's webpage or contacting district Human Resources Office and reflect on the policies in place for mentoring induction. | My home district is in compliance with the mandates for teacher mentoring. However, there are no formal procedures in place to train the mentors or new staff. New staff mentoring is an important opportunity for both participants to learn and share tips and techniques for instruction, classroom management and developing an understanding of the existing school culture.  At this time and with significant growth anticipated throughout the district I will be proposing a mentor program that I would like to facilitate. |
| **II.6**  **TF-VI,**  **TF-VII** | EDLD 5345  Human Resource Mgt | Jan 2013 | 5 hrs | Students complete the Cultural Proficiency Receptivity Scale, use the Cultural Proficiency Professional Development Rubric to assess the level of professional development at their campus or workplace, and identify and describe where and how their campus has responded to each of the elements of Cultural Proficiency | Culture is the backbone of campus life. Today’s public schools represent a diverse set of populations with many different cultural needs. Using the Cultural Proficiency Receptivity Scale I would assess my current campus somewhere between Cultural Blindness and Cultural Pre-Competence. We do use approaches that avoid some issues of culture because I simply don't think we ask what we should do. We do recognize that cultural differences exist but adequate PD is not accomplished in the time frame we have.  This assessment of the campus culture provided me with the opportunity to view the culture from the perspective of a campus leader and to assess where the staff might need additional supports and learning opportunities to help improve campus culture. I recognized that our campus would benefit from events that focus on different cultures. These events would also encourage parent participation.  As the campus leader I would like to learn more about the community and the cultures represented. One way to start to know and acknowledge the different cultures might be have a world cultures club for students. This would provide students from different cultures to gather together to learn and do activities that promote cultural tolerance. As an advisor of the group it gives me the opportunity to know what cultures are represented and learn how I could better meet their needs.  I would like to see additional time and opportunity for the staff to participate in cultural diversity workshops and then plan campus wide activities to address the different cultures, the ones on our campus and ones we want to learn more about and promote a proactive approach to being culturally diverse. |
| **I.2**  **TF-V** | EDLD 5326 School Community Relations | Feb2012 | 5 hrs | Students develop a plan for a family-school-community partnership(s) to increase student achievement | My proposal for school/district speaker’s bureau would be to bring experts from many different fields into the classroom. One community resource that could be made available to classroom teachers is speakers that can offer their knowledge, expertise and life experiences to enrich classroom material. The initiation of a speaker’s bureau would offer teachers another means to present information to their students that is real and relevant since it will be provided by an expert who dedicated to a specific topic.  Student achievement would be supported by:   * Increased skills and talents through enriched curricular and curricular experiences. * Awareness of careers, and options for future education and work. * Introduction of local citizens that can become role models. * Pride in community, and in own service to the community.   Specific benefits linked to programs, services, resources, and opportunities that connect students with the community. |
| **I.2**  **TF-V** | EDLD 5326 School Community Relations | Feb 2012 | 5 hrs | Students develop a presentation to be given to key stakeholders in their school that emphasizes the importance of parental-community involvement to student achievement. | This initiative can only be successful with a clear vision. The vision would be established through the collaborative effort of the school administration and individuals that have accepted the challenge to foster the initiative. In addition to a vision will be the importance of consistent feedback and reflective evaluation of the process, program and future of the initiative. The goal would be to get many of the speakers from the local community to include parents. A presentation and initiative timeline were established.  Important aspects of the speaker’s bureau will assessment of the classroom speakers will formative and summative assessments that assess the first hand knowledge students will get from the speakers. |
| **I.2**  **TF-I, TF-II, TF-III, TF-V** | EDLD 5363 Video Technology and Multimedia | Nov 2012 | 15 hrs | Create a public service announcement for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement. | This course was one of the most product enriching courses I participated in. I was able to quickly incorporate my new knowledge and experiences in the classroom. I have already seen student success in the application of the new skills I have shared.  The group project provided a significant learning opportunity. The opportunity to collaborate and share progress and product online provided a real-world example of what my students will be experiencing as learners in the 21st century. The final product was exciting to see and share with colleagues and students. Final Video Project: <http://www.youtube.com/embed/QYzfvzfiq-w> |
| **III.8, III.9**  **TF-I, TF-V, TF-VI,**  **TF-VII** | EDLD 5362 Information Systems Management | April 2011 | 6 hrs | Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology. | I work as a technology educator so analyzing and understanding the needs of the campus for technology is part of my job. I was able to attend several technology meetings where on-going issues were discussed and the task for resolutions was assigned. This gave me an understanding of the personnel required to make things run smoothly.  My campus is also in the process of moving which has created a different set of needs and requirements for technology. I have been able to participate in the needs assessment and evaluate current inventory to help make decisions on what the budgetary needs will be to make the change to the new facility. |
| **III.8, III.9**  **TF-I, TF-V, TF-VI,**  **TF-VII** | EDLD 5362 Information Systems Management | April 2011 | 5 hrs | Students will evaluate and analyze a school district’s Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training. | The use of technology has changed the way school manage information. This was evident in the interview conducted with a veteran teacher to assess where we were and where we have come to. This course provided the opportunity to learn more about the local management system and how it is used to collect data on students both for performance information and demographic information.  To learn more about the local system with conducted an interview with various district support personnel and reported our findings. My completed review can be viewed at: Week 3 <http://edtechlamarmasters.wikispaces.com/Course+Work>  Finally, we made comparisons between our local technology plans and national plans to see where we were compliant with goals for the management of districts using current technology resources. My final presentation: Week 5 Technology Plan <http://edtechlamarmasters.wikispaces.com/Course+Work> |
| **II.4, II.5**  **TF-II, TF-III, TF-IV, TF-V** | EDLD 5364 Teaching with Technology | Feb 2011 | 12 hrs | As campus professional development activity, create a wiki-based study group with 3-5 teachers leading and support teachers who analyze data related to student learning , create a lesson using Universal Design for Learning at the CAST Lesson Building at: <http://lessonbuilder.cast.org/>, create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google  site about the process of creating an electronic book. | I created a personal WIKI in my first course but the prospect of creating a wiki-based study group with other people and sharing information related to student learning was both new and daunting at the same time. The learning process in this course provided both personal learning and learning about new technology tools that have the capability of improving student performance and teacher instruction. The UDL and the CAST Lesson building website makes it possible to design and offer lessons and activities at various levels and accommodating the need for differentiated learning whenever possible. The template allows and encourages the teacher to organize their thoughts, standards, goals, and objectives for the lesson. In the process, I created an e-Book for my lesson plans related to our unit on Colonial America. The published e-Book resembles a PowerPoint presentation but has the ability to guide students through the learning.  The process of building a lesson plan using the UDL Framework provided a mechanism to really think about all the learners that will facilitated with the plan. In the past I might have build a lesson plan for the generic population and then adapted it for the needs of individual students as the need arose. This philosophy requires the lesson designer to plan and prepare for all learners. I definitely need more practice with adding the requirements for each of the networks. It helped to think of the learning networks as referenced by Rose and Meyer:   * Recognition Network – The what * Strategic Network – The How * Affective Network – The Why  (Rose, 2002)  Including the technology components is especially important in the plan so that the teacher can assure that different tools and modalities are addressed. Not all students are in the same place with the use of technology and planning ahead assures that not only are there concrete examples available but appropriate training is planned for all users including the teacher. Giving a teacher with little or no knowledge of a particular tool would be disastrous.  I like the tool and with a lot more practice will be able to quickly assemble the information needed to complete effective UDL's for a variety of core topics.   Rose, D. M. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Retrieved March 1, 2011, from Center for Applied Spcecial Technology: http://www.cast.org/teachingeverystudent/ideas/tes  Team Site for UDL:  <https://sites.google.com/site/edld5364teachtech/>    My electronic book can be viewed at :  [What Will I Do in the New World?](http://bookbuilder.cast.org/view.php?op=share&book=e1297478063a229ecd761e6cb5f72555&sid=4127) |
| **I.1.I.2, I.3**  **TF-I, TF-II, TF-III, TF-V, TF-VI,**  **TF-VII** | EDLD 5366 Graphics Design and Web Publishing | Jan 2012 | 12 hrs | Students will collaborate to create a website that addresses digital ethics, design principles, diverse learners, and communication with peers, parents, and the larger community in order to nurture student learning. | During this course we used a collaborative team to develop a webpage that focused on digital ethics. The whole process requires us to use tools and techniques for communication that we would expect to find in classrooms that are being operated with student and parent needs as a focus.  To learn more about basic animation we used an online tool to create a simple animation. This tool is one I have subsequently shared on my campus and with my students. [Final Animation](http://www.youtube.com/watch?feature=player_embedded&v=U448yRQSgFQ)  As preparation for the collaborative web page we also developed a personal logo. It was intended to help us discover that type of learners we are so we could facilitate this process in a classroom. My final logo: <http://edtechlamarmasters.wikispaces.com/Course+Work>  The culminating project allowed the group to demonstrate knowledge of digital ethics by developing a web page using appropriate web design principles. Collaborative web page: <https://sites.google.com/site/lulearningcurve/> |